Guide

for

Charter School Planning and Results Reporting

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Alberta
LEARNING

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What's New

The more significant changes to the planning and reporting guide since last year result from the creation of Alberta Learning. The business plan of the new Ministry identifies new goals and outcomes for the learning system that focus on the learner – life long learning and smooth transitions for learners. The guide recognizes the planning that charter schools have already done by providing a year to make the transition to the new goal structure.

Other changes reflect new programs, such as the Alberta Initiative for School Improvement. Specific changes are highlighted below.

• Brief observation on implementation of the accountability cycle through school authority education plans.	p. 3
• Alberta Initiative for School Improvement (AISI).	pp. 6, 10, 11, 12, 14, 20
• New goal structure for the learning system, including new terminology: the term "outcome" replaces "results".	p. 7 - 8
• Clarification of incorporating and reporting on provincial priorities for improvement.	pp. 10-15, 19-20
• Development of mechanisms to enhance reporting on achievement of students who do not write provincial achievement tests.	p. 11
• Targets are required for measures for charter school goals related to the purpose of their charter and for AISI projects as well as for applicable provincial achievement tests and diploma examinations.	p. 12
• Highlight linkage between the education plan and other charter school plans.	p. 12
• Teacher Growth, Supervision and Evaluation Policy.	p. 19
• Reporting of the charter school's achievement test and diploma exam results in relation to provincial results and provincial standards: Charter school reporting must include school results, school targets, provincial results and the provincial standard.	p. 19
• Target setting appendix updated.	p. 25
• New text for Performance Measurement appendix.	p. 27
• New appendix provides comparative provincial data on measures related to the provincial priorities for improvement.	p. 30

NOTES:

OVERVIEW – ACCOUNTABILITY IN EDUCATION

Introduction

Purpose of guide

This guide outlines the requirements for the annual update of charter school education plans and for the annual education results reports. (See Appendix 1 for the Legislative Authority for charter school plans and results reports).

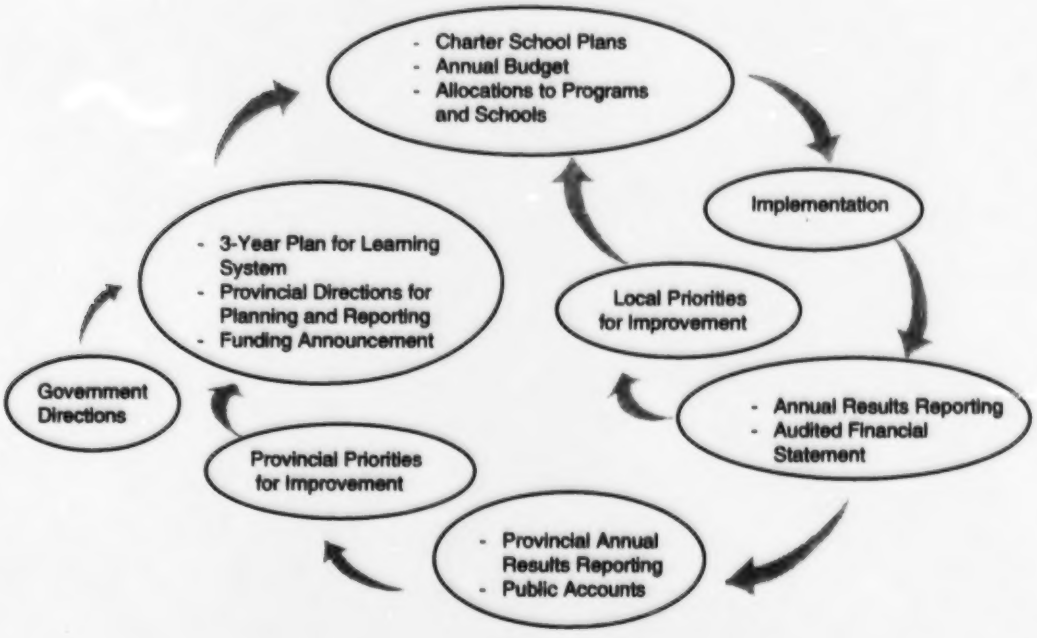
Charter schools have a unique purpose in Alberta's public education system: to provide different and innovative approaches for improving student learning, not only for the benefit of their own students but also for use in other public schools over the longer term. The charter school purpose and culture of innovation should be emphasized in the education plan.

Purpose of charter school plans and reports

Charter school planning and reporting on results are essential elements of the Accountability Framework for basic education as depicted below. The framework supports continuous improvement by enabling charter schools to:

- Focus on improving education for students consistent with the school's charter and the Definition of Basic Education (see Appendix 2, page 23),
- Address provincial directions and local needs,

Accountability Cycle for Continuous Improvement in Education


- Charter School Plans
- Annual Budget
- Allocations to Programs and Schools
Implementation
Local Priorities for Improvement
- 3-Year Plan for Learning System
- Provincial Directions for Planning and Reporting
- Funding Announcement
Government Directions
- Annual Results Reporting
- Audited Financial Statement
Provincial Priorities for Improvement
- Provincial Annual Results Reporting
- Public Accounts

- Establish and act on priorities for improvement,
- Make budget and program decisions.,
- Define how success will be measured,
- Demonstrate progress and achievement, and
- Enhance communication with parents and other members of the school community.

Implementation

Charter schools are responsible for carrying out their education plans and for reporting annually to parents, communities and government on the use of resources and the results achieved following the completion of the school year. They also are responsible for using results information to update their plans and improve the education their students receive.

Provincial Monitoring and Feedback

Alberta Learning reviews and provides feedback to charter schools on their plans and results reports each year in order to:

- ensure consistency with key provincial directions,
- monitor the implementation of government's accountability policies,
- strengthen the linkage between charter school plans and
  - annual education results reports
  - provincial three-year plan for the learning system,
- ensure communication of priorities, intended action and results achieved to parents and other members of the school community, and
- provide support for continuous improvement.

Information from charter school plans and reports is considered when updating the provincial three-year plan, and developing province-wide initiatives and policies for basic education.

Status of charter school plans (new)

Reviews of charter school plans indicate all charter schools in Alberta currently have an education plan in place that is consistent with provincial directions. Charter schools are working toward full implementation of the accountability cycle by identifying strategies to address priorities for improvement based on performance information.

NOTES:

CHARTER SCHOOL EDUCATION PLANS

Preparing/Updating Charter School Plans

Timeframe

Charter school plans maintain a time frame to the end of the charter and are updated annually. As one year is completed another is added, rolling the plan forward. Adjustments to the plan are made in response to recent performance and changes in the operating environment. It should not be necessary to prepare a completely new plan each year. At the conclusion of the charter, the charter school should revisit and refresh the components of the plan that change little over time, e.g., charter, vision, mission and beliefs and goals.

Considerations and expectations

When updating their plans each year, charter schools will need to consider:

- the information in their results report for the previous year,
- the information in the provincial three-year plan and annual results report,
- the feedback they receive from Alberta Learning and/or other monitoring authorities,
- the concerns and suggestions from school councils, parents and the school community,
- the allocation of resources to achieve results outlined in the plan when developing their budget, and
- recommendations arising from end-of-term evaluations.

Charter schools are expected to:

- reinforce the charter purpose in their plan,
- build on the Ministry vision and mission for lifelong learning,
- adapt the provincially required goals and outcomes to reflect the unique characteristics and circumstances of the charter school,
- reflect the Alberta Children's Initiative and the Alberta Initiative for School Improvement (AISI) in updating their plan,
- include other goals, outcomes, performance measures, and strategies that reflect their local needs and circumstances, and
- consult with their parents, staff, school council, and community and other community representatives in the development of their education plans.

Distribution and Communication

Charter school education plans are public documents approved by the charter board. The complete plan is to be on file and available for review by Ministry staff, other monitoring authorities and members of the school community. The charter school is responsible for informing its community of the highlights of its plan, including priorities for improvement and budget summary.

Charter school technology plans and AISI projects supplement the education plan. These are also to be available for provincial monitoring and review by members of the school community.

New Timeline

Education Plans are to be updated by May 31 each year. Send updated plans to:

System Improvement and Reporting Division
Alberta Learning
11160 Jasper Avenue
Edmonton, AB T5K 0L2

Note: New Section

Implications of Government Reorganization, May 1999

The Ministry of Learning was created in May 1999 from components of the former departments of Education and of Advanced Education and Career Development. This new ministry has developed a new three-year business plan for learning in consultation with stakeholders (on the Internet at www.learning.gov.ab.ca). This new plan reflects a greater emphasis on the learner and the broader scope of the Ministry, stretching from pre-school to adult learning with smooth transitions along the way.

New Goals for the Learning System

Charter school plans updated in May 2000 are expected to reflect a transition to the new goals in the Alberta Learning business plan. These new goals are clearly related to the former goals, as shown in the table below. The linking of the previous goals to the new goals will facilitate the transition of charter school plans to the new goal structure.

New Learning System Goals	Former Goals for the Education System
Goal 1: High Quality Learning Opportunities: • Responsive and flexible • Accessible • Affordable	Education is responsive to students, parents and communities. (Goal 2) Children in school have access to the support service they require. (Goal 3) Teaching in Alberta is consistently of high quality. (Goal 4) Information technology is integrated into education to increase efficiency and flexibility of delivery. (Goal 5) The education funding system is fair, equitable and appropriate. (Goal 6)
Goal 2: Excellence in Learner Achievement	Students achieve high standards. (Goal 1)
Goal 3: Well-Prepared Learners for: • Lifelong Learning • World of Work • Citizenship	Education is focused on what students need to learn. (Goal 1) Information technology is integrated into education to enhance student learning. (Goal 5)
Goal 4: Effective Working Relationships with Partners	Parents, business and the community have meaningful roles in education. (Goal 2) Children in school have access to the support services they require. (Goal 3) The education system is open and accountable for achievement of results and use of resources. (Goal 7)

Note: Goal 5 – Highly Responsive and Responsible Ministry—does not apply to charter schools, private schools, school boards, or post-secondary institutions.

Charter School Plan Transition

The new goals and outcomes for the learning system plans are listed below in the first column. The new outcomes, like the new goals, are broader in scope than in the past. The table shows the relationship of the former provincial "results" to the new outcomes. **It is expected that, in this transition year, charter school plans updated for May 2000 will reflect the new goals, some of the new outcomes and some of the former results. Charter schools will incorporate more of the new outcomes in the their plans updated in May 2001.**

New Provincial Goals and Outcomes	Former Provincial Results for Charter School Plans
Goal 1 High Quality Learning Opportunities – Responsiveness, Flexibility, Accessibility, Affordability • The learning system is flexible and provides a variety of programs and modes of delivery. • The learning system meets the needs of all learners, society and the economy. • All Albertans can participate in learning. • Albertans with special needs can participate in learning. • Financial need is not a barrier to participating in learning opportunities. • The learning system is affordable.	• Parents and students can choose schools and programs within the public education system. [AE Goal 2] • Information technology expands choice and flexibility in what, when, where and how students learn. [AE Goal 5] • Teachers' professional growth focuses on the knowledge, skills and attitudes required to meet the diverse learning needs of all students. [AE Goal 4] • Teachers are able to integrate information technology into instruction and management of student learning. [AE Goal 5] • All schools are safe and caring. [AE Goal 3]
Goal 2 Excellence in Learner Achievement • Learners demonstrate high standards across a full range of areas (optimizing full potential). • Learners complete programs.	• Students achieve provincial standards. [AE Goal 1] • Teachers help students achieve provincial learning expectations and high standards. [AE Goal 4]
Goal 3 Well Prepared Learners for Lifelong Learning, World of Work, and Citizenship • Children start school ready to learn. • Learners are able to learn continuously: in school, at work and in society. • Learners' achievement is recognized. • Learners are successful in finding and maintaining employment. • Learners have the knowledge, skills and attitudes to become contributing members of society. • Learners have an awareness of the increasing global interdependency.	• Students acquire the education they need to prepare them for work, further studies and citizenship. [AE Goal 1] • Students have the information technology skills needed for ECS-12 learning, work and post-secondary studies. [AE Goal 5]
Goal 4 Effective Working Relationships with Partners • Joint initiatives meet the learning needs of Albertans. • Partners are satisfied with the effectiveness of partnerships.	• Parents, business and the community have meaningful roles in education. [AE Goal 2] • Services for children are coordinated at the local level. [AE Goal 3] • Parents and the community have timely and meaningful information about education, including student achievement and expenditures, from the charter school. [AE Goal 7]

Note: The former results statements in the second column above suggest areas for developing strategies for achieving the new outcomes.

Elements of Charter School Plans

The elements of the charter school education plan, listed below, are inter-related. The charter school uses information about what and where a charter school is (mission, beliefs, profile, issues and trends, current performance levels) to help determine where the charter school would like to be (vision, goals, outcomes), how achievement of outcomes will be assessed (performance measures and targets), what actions will be taken (strategies) and how resources will be allocated (budget) to achieve the desired goals. Plan elements listed below are required unless labeled "optional".

Notwithstanding the detail of the elements and requirements that follow, to be worthwhile, the charter school's education plan must be useful to the school and its community. The plan should help focus on what's important, what will be done to improve education for students and how results achieved will be measured. In doing so, the plan acknowledges the charter school's role in Alberta's learning system by reflecting provincial goals and outcomes, adapted to the context of the school.

Vision

Vision – an ideal to strive for, a preferred future.

- The vision statement looks to the future and describes the fundamental characteristics of education, e.g., describes where the charter school wants to be, what its students will have achieved, and what its services and programs for students will look like over the longer term.
- Derived or extracted from the statement of purpose or philosophy in the charter.
- Vision statements must be consistent with the new provincial vision for education:

  "Optimizing human potential."

Mission

Mission – a clear, concise statement of overall purpose and role.

- The mission statement gives focus to all the programs and services a charter school provides for students.
- Derived from the purpose, goals or focus of the charter.
- Mission statements must be consistent with the new provincial mission for the education system:

  "Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, self-reliant and contributing members of a knowledge-based and prosperous society."

Principles and/or Beliefs

Principles/beliefs - reflect the values of the organization and what it stands for.

- Statement of principles and beliefs serve to guide all decision making and provide a foundation for the development of the mission, vision, and goals.
- Charter school principles/beliefs must be consistent with the principles for the ECS-12 system: access to quality education, equity, flexibility, responsiveness and accountability.

Profile

Profile - brief description of the charter school.

- Overview of the characteristics of the charter school, the students and the community it serves, the programs provided, the location.
- Describes the context in which education takes place in the school.

Issues and Trends (Optional)

Issue - an existing or emerging condition that could interfere with ability to fulfill a mandate or achieve goals.

Trends - directions of data established over time.

- Issues and trends help to identify opportunities and challenges facing the charter school that need to be taken into account in planning, budgeting, assessing progress and reporting.
- At least 3 to 5 years of data are necessary to show a trend.

Priority Areas for Improvement

Priorities for improvement - important outcomes where performance does not meet expectations.

Measuring performance and using performance information to determine what's working well and what needs improvement is the fundamental purpose of the Accountability cycle for basic learning.

- Charter schools select priorities for improvement based on their results and develop or modify strategies to address these priorities as well as the following provincial priorities that apply:
  - Improving secondary student achievement in mathematics [Goal 2]
  - increasing high school completion rates [Goal 2]
  - improving co-ordination of services for children (the Alberta Children's Initiative provides a framework to guide joint planning and service delivery to improve children's services) [Goal 4]
  - improving access to information technology [Goal 3]
  - improving public satisfaction with education [Goal 1].
- Where school results are strong, the focus can be on maintaining good performance.
- It is expected that there will be a substantial relationship between charter school AISI projects and school and/or provincial priorities.
- See Appendix 6, page 30, for provincial results for provincial priority areas.

Goals

Goals – broad statements of desired conditions or aims to work toward over the long term to realize an organization's vision and to fulfill its responsibilities.

- Developed by the province to establish direction for the learning system overall.
- Designed to help realize the vision and change little over time.
- Provincial goals (see page 7) may be restated or related to charter school goal statements to reflect the charter school's perspective; rewording of a required goal should retain its original intent.
- **Charter schools must include the primary goal(s) and measurable outcomes related to the unique focus, philosophy or methodology on which their charter is based.**
- Other goals to address local needs and circumstances, as determined by the charter school and its community, may be included in the plan.

Outcomes

Outcomes - Measurable statements of what will be achieved.

In previous plans, outcomes were presented as "desired results".

- Answer the question, "What will this look like when we get to where we want to be?"
- Expressions of intended or desired outcome, e.g., "students achieve…", "teachers use…", not to be confused with performance measures (see below).
- Provincial outcomes (see page 8) may be restated or related to charter school outcomes to reflect local needs and conditions; rewording of a required outcome should retain its original intent.
- **There must be one or more measurable outcomes for each school goal, including goals directly related to the purpose of their charter.**
- For provincial goals, charter schools may specify additional outcomes.
- Each outcome needs a corresponding performance measure (see below); however, one performance measure may provide data for more than one outcome.

Performance Measures

Performance measures - used to assess and report on achievement.

- Answer the question "To what extent are we achieving our outcomes?"
- Performance measures are typically expressed in quantifiable terms, e.g., "number of…", "percentage of…".
- Required performance measures (related to the outcome in the learning system goal 2 – learners demonstrate high standards):
  - Percentages of students who achieved the acceptable standard and percentages of students who achieved the standard of excellence on provincial achievement tests in Grades 3, 6 and 9 (five years of results) based both on those writing, and the cohort (total enrollment in grade) in relation to the school's targets for these assessments, provincial results and provincial standards.
  - Work is underway to develop mechanisms to expand reporting on the achievement of students who do not write the provincial achievement tests.
  - Percentages of students who achieved the acceptable standard and percentages who achieved the standard of excellence on diploma examinations in relation to the school's targets for these assessments, provincial results and provincial standards.
  - Participation rate: percentages of students in grades 3, 6 and 9 who wrote provincial achievement tests and student participation in diploma exam courses.
- Locally determined outcome measures are needed for:
  - all other provincial and local outcomes in the plan,
  - provincial and local priority areas for improvement,
  - the progress and achievement of specific groups of students related to Provincial Initiatives: Early Literacy, ESL and students with special needs (e.g., student achievement of IPP expectations), and
  - AISI funded projects.

See Appendix 4, pages 27-28, for more information about the purpose and characteristics of performance measures.

Targets

Targets - desired level of performance to be attained by a certain time.

- Targets are a strategic tool to help charter schools focus on maintaining or improving results.
- Recent performance is used to set the targets to be achieved by the end of the plan period.
- **Quantitative targets are required for provincial achievement tests and diploma exams that are applicable to the school, and measures for the goal(s) related to the purpose of the school's charter. Targets also are required for AISI measures.**
- Other targets can be set at the charter school's discretion. These can be quantitative (numerical) or qualitative – that is, indicate a direction, e.g., "maintain", "improve", "lower."
- Charter school targets should be set in consultation with school councils, parents and the community.
- See Appendix 3, pages 25-26, for more information on local target setting.

Strategies

Strategies - actions taken in the short to medium term (1 to 5 years) to achieve goals and desired outcomes.

- Strategies are expressed in action-oriented terms, e.g., "develop..." "implement...", "assist...", "work with".
- Charter schools develop strategies for each goal to address:
  - the purpose of their charter,
  - provincial and local priorities for improvement,
  - AISI projects,
  - learning needs of specific groups of students, and
  - local issues, trends and opportunities.
- Strategies do not need a corresponding performance measure.

New Section

Related Planning (Optional)

- Indicates how related plans support the charter school's educational programs and are related to the goals and priorities of the education plan, including:
  - Technology plan,
  - Facilities plan.
- Communicates easily to parents and members of the school community.

Budget Highlights (Required)

- The charter school's budget reflects and supports the education plan.
- Includes summary budget information such as allocations to major spending categories (i.e., instruction, administration, operations and maintenance).
- Communicates clearly to parents and members of the school community, and indicates how to access the complete budget.

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Provincial Requirements for Charter School Plans, 2000/01 to 2002/03

The following tables contain the provincially required goals, outcomes, and performance measures that charter schools are to include in their education plans. **The provincial statements may need to be adapted or restated to more specifically reflect the charter school's purpose and role in the public education system.** Charter schools determine the format for presenting these elements in their plan; a table format like the one that follows can be used but is not required.

Primary Charter School Goal(s)

Charter schools must identify the primary goal(s) that reflect the philosophy or approach outlined in their charter. The goal(s) should focus on improving student learning outcomes.

Outcome(s) for charter school's unique goal(s)	*Performance Measures*
• One or more measurable outcomes related to each charter goal.	• Charter schools must identify one or more measures for the outcome(s). • Targets are required for measures of the primary goal(s).

Strategies

Charter schools must identify strategies they will employ to address each primary goal of their charter. The strategies need to be related to the philosophy or focus of their charter, including strategies for improving student learning and for informing the public education system about successful methods for improving student learning.

Provincial Goal 1: High Quality Learning Opportunities that are Responsive and Flexible, Accessible, and Affordable.

During this transition year, charter schools may continue incorporating former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes	*Performance Measures*
Charter schools must include or adapt one or more of the following new provincial outcomes in their plan: • The learning system is flexible and provides a variety of programs and modes of delivery. • The learning system meets the needs of all learners, society and the economy. • All Albertans can participate in learning. • Albertans with special needs can participate in learning. • Financial need is not a barrier to participating in learning opportunities. • The learning system is affordable. Local outcomes are optional.	• Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome. • Targets for measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address satisfaction of parents and other members of the school's community, unless incorporated into another goal (see provincial priorities, page 10).

Provincial Requirements for Charter School Plans, 2000/01 to 2002/03

The following tables contain the provincially required goals, outcomes, and performance measures that charter schools are to include in their education plans. **The provincial statements may need to be adapted or restated to more specifically reflect the charter school's purpose and role in the public education system.** Charter schools determine the format for presenting these elements in their plan; a table format like the one that follows can be used but is not required.

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Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address satisfaction of parents and other members of the school's community, unless incorporated into another goal (see provincial priorities, page 10).

Provincial Goal 2: Excellence in Learner Achievement.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Learners demonstrate high standards across a full range of areas (optimizing full potential).
- Learners complete programs.
- Outcomes related to AISI, unless included in other goal(s).

Local outcomes are optional.

Performance Measures

- **Required provincial performance measures:**
  - Percentages of students who achieved the acceptable standard and percentages of students who achieved the standard of excellence on provincial achievement tests in Grades 3, 6 and 9 (five years of results) based both on those writing and the cohort (total enrollment in grade) in relation to the school's targets for these assessments, provincial results and provincial standards.
  - Work is underway to develop mechanisms to expand reporting on the achievement of students who do not write the provincial achievement tests.
  - Percentages of students who achieved the acceptable standard and percentages who achieved the standard of excellence on diploma examinations in relation to the school's targets for each exam, provincial results and provincial standards.
  - Participation rate: percentages of students in grades 3, 6 and 9 who wrote provincial achievement tests and student participation in diploma exam courses.
- **Targets are required for provincial student achievement measures (noted above) and AISI measures.**
- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for local measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priorities of improving secondary student achievement in math and increasing high school completion rates, and strategies related to AISI, unless incorporated into other goals.

Provincial Goal 3: Well-Prepared Learners for Lifelong Learning, World of Work and Citizenship.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Children start school ready to learn.
- Learners are able to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.
- Learners are successful in finding and maintaining employment.
- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

Local outcomes are optional.

Performance Measures

- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priority of improving student access to information technology, unless incorporated into another goal.

Provincial Goal 4: Effective Working Relationships with Partners.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Joint initiatives meet the learning needs of Albertans [e.g., student health, work experience, other schools, community agencies].
- Partners are satisfied with the effectiveness of partnerships.

Local outcomes are optional.

Performance Measures

- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priority of improving coordination of services for children, unless incorporated into another goal.

Provincial Goal 2: Excellence in Learner Achievement.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Learners demonstrate high standards across a full range of areas (optimizing full potential).
- Learners complete programs.
- Outcomes related to AISI, unless included in other goal(s).

Local outcomes are optional.

Performance Measures

- **Required provincial performance measures:**
  - Percentages of students who achieved the acceptable standard and percentages of students who achieved the standard of excellence on provincial achievement tests in Grades 3, 6 and 9 (five years of results) based both on those writing and the cohort (total enrollment in grade) in relation to the school's targets for these assessments, provincial results and provincial standards.
  - Work is underway to develop mechanisms to expand reporting on the achievement of students who do not write the provincial achievement tests.
  - Percentages of students who achieved the acceptable standard and percentages who achieved the standard of excellence on diploma examinations in relation to the school's targets for each exam, provincial results and provincial standards.
  - Participation rate: percentages of students in grades 3, 6 and 9 who wrote provincial achievement tests and student participation in diploma exam courses.
- **Targets are required for provincial student achievement measures (noted above) and AISI measures.**
- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for local measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priorities of improving secondary student achievement in math and increasing high school completion rates, and strategies related to AISI, unless incorporated into other goals.

Provincial Goal 3: Well-Prepared Learners for Lifelong Learning, World of Work and Citizenship.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Children start school ready to learn.
- Learners are able to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.
- Learners are successful in finding and maintaining employment.
- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

Local outcomes are optional.

Performance Measures

- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priority of improving student access to information technology, unless incorporated into another goal.

Provincial Goal 4: Effective Working Relationships with Partners.

During this transition year, charter schools may continue using former results and measures for this goal (see page 8), IN ADDITION TO THE REQUIREMENTS BELOW.

Outcomes

Charter schools must include or adapt one or more of the following new provincial outcomes in their plan:

- Joint initiatives meet the learning needs of Albertans [e.g., student health, work experience, other schools, community agencies].
- Partners are satisfied with the effectiveness of partnerships.

Local outcomes are optional.

Performance Measures

- Charter schools must identify one or more measures that correspond to each outcome in the plan. One performance measure may provide data for more than one outcome.
- Targets for measures are recommended.

Strategies

Charter schools must include their strategies for achieving this goal and related outcomes, including strategies to address the provincial priority of improving coordination of services for children, unless incorporated into another goal.

NOTES:

CHARTER SCHOOL ANNUAL EDUCATION RESULTS REPORTS

Preparing Annual Education Results Reports

The AERR tells us where we are in relation to where we want to be

The charter school accounts to members of the school community and government for the education of students and use of resources in the annual education results report (AERR).

The AERR highlights progress, accomplishments and outcomes achieved in the past year as a result of implementing the charter school's education plan. Analyzing and reporting on results achieved are critically important to the accountability cycle. The analysis shows where performance is strong and identifies areas needing improvement to be addressed in the annual update of the charter school plan. The report not only communicates performance information to members of the school community, but also demonstrates that the school is using results information in decision making.

Distribution and Communication

Reporting of performance

Reporting to members of the school community on performance enables charter schools to demonstrate accountability for student achievement and use of resources to address improvement priorities. The AERR provides opportunities for charter schools to demonstrate the effectiveness of their innovative approaches to the public education system.

Charter schools determine format(s) for effective communication of performance information to their community, e.g., newspaper insert, brochure, web posting, etc. Charter schools must make the complete AERR and Audited Financial Statement available to members of the school community upon request.

Annual Education Results Reports are to be submitted to Alberta Learning by November 30 each year. Send to:

System Improvement and Reporting Division
Alberta Learning
11160 Jasper Avenue
Edmonton, AB T5K 0L2

AERR November 2001

Elements of Charter School Annual Education Results Reports

The November 2001 AERR reports on accomplishments and results of the school's plan for 2000/01 to end of charter term. The elements of AERRs are listed and described below. Elements are required unless labeled "optional".

Note: See Appendix 7, pages 31-32, for the November 2000 reporting requirements.

Contextual Information

- Briefly explains the environment in which outcomes were achieved.
- Provides descriptive information such as student and community characteristics and circumstances affecting results.
- Does not have to be a separate section; contextual information can be integrated throughout the report.
- Enhances understanding of quantitative performance information.

AERR November 2001
(continued)

Progress and Accomplishments (Optional)

- Briefly describes the charter school's progress in implementing its plan.
- Highlights the accomplishments of the charter school over the past school year, e.g., implementation of a new program or policy, focus of teacher in-service, technology upgrades.
- Could include what the charter school has done to meet the requirements to:
  - account to the public on implementing the Teacher Growth, Supervision and Evaluation Policy
  - share successful practices or methods with the public education system.

Performance Measures Information

- Reports and evaluates performance measure information related to outcomes for each goal included in the charter school's plan.
- **Charter schools must report on their measures, with targets, for the outcome(s) related to their primary goal(s), AISI projects, and for provincial achievement test and diploma exams.**
- Provides quantitative information on performance measures, including the following:
  - Percentages of students who achieved the acceptable standard and percentages of students who achieved the standard of excellence on provincial achievement tests in Grades 3, 6 and 9 (five years of results) based both on those writing and the cohort (total enrollment in grade) in relation to the school's targets for these assessments, provincial results and provincial standards.
  - Work is underway to develop mechanisms to expand reporting on the achievement of students who do not write the provincial achievement tests.
  - Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma examinations in relation to charter school targets for these exams, provincial results and provincial standards.
  - Participation rates: percentages of students in grades 3, 6 or 9 who wrote provincial achievement tests and student participation in diploma exam courses.

    Notes:

    1. For the above measures on student achievement and participation, the Learner Assessment Branch provides multi-year reports by school.
    2. The provincial achievement standards for diploma examinations: 85% of students are expected to achieve the acceptable standard and 15% of students are expected to achieve the standard of excellence. Standards for achievement tests are under review.
  - Reporting on local measures for provincial priority areas for improvement in relation to provincial results.

    Note: The latest provincial results related to the provincial priorities for improvement are provided in Appendix 6, page 30.

AERR November 2001
(continued)

- Reporting on the progress and achievement of specific groups of students – related to Provincial Initiatives: Early Literacy, ESL and students with special needs (e.g., the extent these students meet the goals of their IPP).
- Results achieved in AISI funded projects.
- Reporting the results from local measures for all their outcomes in the charter school plan.

- Three to five years of trend data for all measures, if available, including latest available survey information. (See Appendix 5, page 29, for information on conducting suveys).
- Overall assessment of results, including progress and priorities for improvement based on results.
- Any deletions or substitutions of local measures in results reporting need to be noted and briefly explained.

  Note: Charter schools may find that a measure listed in their plan is not meaningful or the data is too costly or difficult to gather. Charter schools can drop or replace such a measure in the next plan and indicate this in their AERR. If a better measure has already been identified and information is available, this can be included in the AERR instead.
- As noted in the context section, descriptive and explanatory information can be provided to supplement the quantitative reporting on measures to enhance staff and community understanding of the quantitative information.

Financial Summary

- Summarizes charter school spending for the previous school year based on the Audited Financial Statement.
- Information should be concise and easily understood by parents and members of the school community; this can be in graph or table form.
- Includes total spending per student per year.

  Note: For consistent reporting of per-student spending across school authorities, calculate total spending per student by dividing total expenses (AFS Schedule 1) by total FTE enrollment. Using September 30 actuals, calculate total FTE enrollment by adding total enrolled students grades 1-12 and FTE enrollment in ECS.
- Indicates where and how detailed budget and expenditure information may be obtained.

Future Challenges (Optional)

- Briefly describes major issues, concerns and priorities for the charter school over the next few years.
- Indicates emerging issues and trends facing the charter school that need to be addressed.
- See pages 46-47 in the *Fifth Annual Results Report on Education*, 1999, for an example of Future Challenges.

APPENDICES

Legislative Authority

The provincial government developed a comprehensive concept of accountability that expanded the focus from accounting for dollars spent to include accounting for results achieved. Accountability for performance involves developing plans to make best use of resources available, assessing results to determine if expectations are being met, identifying where improvement is needed, and reporting the results publicly.

This expanded concept of accountability, applying to government departments and funded agencies and organizations, was established in legislation in 1995. The Government Accountability Act (GAA) requires government departments, school authorities as well as other public agencies to prepare plans and report on results.

The accountability cycle for the basic education system (*Accountability in Education – Policy Framework*, June 1995) was developed to describe the application of government's comprehensive concept of accountability to the education system. This cycle focuses on continuous improvement and on the linkage of school authority plans and reports to each other and to provincial directions for the learning system, as reflected in the School Authority Accountability Policy, 2.1.1 (*Policy, Regulations and forms Manual*, on-line at www.learning.gov.ab.ca).

A variety of documents essential for school system operations are available on the department's website, such as the three-year business plan for the learning system, the Guide to Education, the Program of Studies and the Funding Manual. The Government Accountability Act and the School Act are available on the Queen's Printer website linked from the on-line Policy Manual Table of Contents, or at www.gov.ab.ca/qp/ .

Alberta Learning's website also provides information to enhance school authority planning and reporting, such as the provincial surveys of parents, high school students and the public, and the summaries of the reviews of school board plans and AERRs.

Basic Education in Alberta – The Definition

(Ministerial Order No. 004/98)

A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- Read for information, understanding and enjoyment.
- Write and speak clearly, accurately and appropriately for the context.
- Use mathematics to solve problems in business, science and daily-life situations.
- Understand the physical world, ecology and the diversity of life.
- Understand the scientific method, the nature of science and technology, and their application to daily life.
- Know the history and geography of Canada and have a general understanding of world history and geography.
- Understand Canada's political, social, and economic systems within a global context.
- Respect the cultural diversity and common values of Canada.
- Demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals.
- Recognize the importance of personal well-being and appreciate how family and others contribute to that well-being.
- Know the basic requirements of an active, healthful lifestyle.
- Understand and appreciate literature, the arts and the creative process.
- Research an issue thoroughly and evaluate the credibility and reliability of information sources.
- Demonstrate critical and creative thinking skills in problem solving and decision making.
- Demonstrate competence in using information technologies.
- Know how to learn and work independently and as part of a team.
- Manage time and other resources needed to complete a task.
- Demonstrate initiative, leadership, flexibility, and persistence.
- Evaluate their own endeavours and continually strive to improve.
- Have the desire and realize the need for life-long learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behavior, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Setting Local Targets for Student Achievement

Targets and Planning

A target is a desired level of measurable or observable performance to be attained by a specified time. Targets are an implicit part of any goal. While a school's or school authority's educational goals point out the directions for people's efforts, targets describe in specific terms what will be accomplished by a certain time. This allows people to assess whether they are heading where they intended to go, and how well they are moving toward their desired outcomes. Assessment of progress in relation to a target may also lead to the recognition that a different target would be more helpful in guiding your school's or school authority's efforts toward a particular goal. By identifying immediate, reachable outcomes, targets encourage teachers, students, administrators, and their community to believe that distant goals are attainable.

Viewed in this way, targets can be a valuable part of your school or school authority plan. Your mission, mandate, values and beliefs, and long-range goals all provide a context for setting specific targets. Similarly, past accomplishments are helpful indicators of what specific targets may be most appropriate. This is why achievement test and diploma examination results, as well as results of various other local assessments, are relevant in target setting.

Local Focus

Quantitative targets for student achievement on the provincial achievement tests and diploma examinations are required in school and school jurisdiction education plans and annual education results reports.

Systematic interpretation of school results from provincial achievement tests and diploma examinations will reveal where students need more help in order to continue learning successfully. This can be the beginning point for setting school targets for student performance on the tests for the next year or two.

Local targets should be realistic and achievable, based on past performance. It is possible that local targets would be different from provincial standards. School staff will be able to identify what percentage of their students reasonably can be expected to achieve the provincial standard in a particular test or examination within the time specified in the targets. An important part of this decision is agreeing on how resources and people can support the targets.

Tips for Setting Local Targets

- Consider past and desired participation rates in achievement tests and diploma examinations.
- Focus on a limited number of areas. For example, emphasize one or two subjects in which there are weaknesses in student performance across grades. It may be reasonable to set "hold the line" targets in other areas temporarily.
- Set targets in relation to other targets. It is important to ensure that achievement of one target does not jeopardize the achievement of another. For example, student participation rates for achievement tests and diploma examinations should not decrease because of a desire to improve school or authority results.
- Work collaboratively across grades in a school. Students' performance on an achievement test or diploma examination reflects their learning over the years. Teachers in all grades can contribute important insights and assistance in setting targets.
- Use the school reports on achievement test or diploma examination results to identify what aspects of a subject or course need attention, and use this information to plan targets.

- Emphasize what students need, in order to succeed, rather than focusing on problems that keep students from achieving at the levels expected provincially.
- Expect to set different targets in different grades and subjects/courses, depending on past results and current priorities and resources.
- Interpret targets to students and parents so that they are part of the school-wide effort to achieve targets.
- Report to students and parents on student achievement in relation to targets.

Targets in Perspective

Provincial tests, though providing a common standard and important information about students' learning, are only one of many indicators for evaluating the effectiveness of schools and school jurisdictions.

Jurisdictions and schools may find it helpful to set targets for other measures of student achievement, and for areas other than student achievement. Examples include:

- completion of programs,
- satisfaction reported by students or parents,
- involvement of parents or others from the community in schools,
- student involvement in the community or in extra curricular activities, and
- other types of indicators reflecting local education goals.

These other targets can either be quantitative (e.g., "by 2003, 80% of students") or qualitative (e.g., "improve..." or "maintain...").

Through its targets, each jurisdiction and school, together with parents and members of the community, can highlight priorities that exist locally for a given year and commit to achieving certain results.

Insofar as target setting complements other strategies for improving student learning, your targets are likely to contribute to student learning and to the overall effectiveness of schooling in your community.

Performance Measurement (Revised)

Performance measures in school authority plans and results reports provide information on achievement of outcomes that reflect key aspects of the education system. This information is an essential part of accountability that enables jurisdictions and schools to:

- assess and report on progress, what's working well, what needs improvement,
- determine priorities for improvement and set improvement targets,
- make program and budget decisions to maintain good performance and improve performance in areas of weakness.

Measures typically provide quantifiable information on key aspects of education. This information is generated quantitatively through tests and data analysis or through qualitative means, such as observation, interviews, portfolio reviews. Whether quantitative or qualitative, measures demonstrate observable change.

To be meaningful, measures information is obtained regularly (e.g. annually) and is normally expressed in percentages, ratios, or numbers in relation to a total.

Types of Performance Measures

The measures in jurisdiction and school plans and results reports focus on outcomes and constitute the core set for assessing and reporting on progress and achievement.

- **Outcome measures:** provide information on progress toward desired results in key areas - effectiveness of programs, impacts on clients (e.g., percentage of students enrolled in post-secondary programs or employed upon school completion).
- **Intermediate outcome measures**: For some desired outcomes, results may not be known for several years. In such instances, it is useful to measure intermediate steps – milestones or landmarks - toward the desired outcome (e.g., percentage of students completing high school).

Other types of measures, listed below, are important for managing resources, providing programs and services and reporting contextual information:

- **Output measures**: provide information on number of clients served and the types of services delivered (e.g., participation rates in courses or activities).
- **Process measures**: information on activity and efficiency. These measures indicate demand for services and cost per unit of providing service (e.g., percentage of students using the internet in their courses).
- **Input measures**: information on resources allocated to programs, such as funding, personnel, and equipment. These measures provide information on cost of providing programs and services (e.g. spending per student per year).

Characteristics of good performance measures

Good performance measures provide information that is:

- Understandable – clear and sufficient to provide an understanding of the organization or system to staff, community and government.
- Valid – meaningful and credible (sound, defensible).
- Relevant and appropriate – timely, related to important aspects.
- Reliable – unbiased, error free and verifiable.
- Comparable – show change over time and/or among similar organizations.
- Discrete – provides information in distinct, non-overlapping categories.
- Empowering – useful for decision making, promote improvement.
- Practical – can be reliably assessed with reasonable effort.

Tips about Performance Measures

- Limit the number of measures for each outcome and focus on obtaining useful information. "It's impossible to measure everything, and as important as measuring [outcomes] is, it can not become such a large and expensive task that we lose sight of the objective (Government of Alberta, *Measuring Up*, 1996).
- Develop a set of measures that balances student, financial, satisfaction, and other performance information.
- Differentiate between an outcome and a measure. An outcome is a specific long-term effect that leads toward achievement of the goal. A measure helps to assess whether the outcome is being achieved - e.g., if the outcome is improved secondary student achievement in specific subjects, a possible measure might be "the percentage of junior and senior high teachers who teach in their areas of specialization."
- Select measures that provide quantitative information - e.g., "the percentage of teachers who use computers or Internet resources in the classroom" instead of "integration of computers and Internet into the classroom.
- Report performance in relation to a total number. Measures that are in the form of a ratio (percentages or rates) provide an important context for assessing performance - e.g., "the number of students who participate in school-sponsored extra-curricular activities" is more meaningful with the addition of "out of the total number of students" or stated as "the percentage of students who participate in..."
- Identify measures that can be assessed at regular intervals to provide comparable trend data over time.
- Select measures and develop data definitions carefully so they will be appropriate over the longer term. Changing measures or data definitions interrupts trend lines.
- Develop appropriate questions for satisfaction measures to obtain useful information. Questions on the same topic often need to be worded slightly differently for each respondent group. For example, high school students might be asked, "Are you satisfied with the range of courses and programs available in your school?" and parents might be asked "are you satisfied with the choice of courses and programs for your child?"

Sources:

Alberta Treasury, *Measuring Performance: A Reference Guide*, September 1996. On the internet at http://www.treas.gov.ab.ca. Click on Performance Measurement Home page.

Alberta Auditor General, *Government Accountability*, February, 1997. On the internet at http://www.oag.ab.ca. Click on the Reading Room.

Conducting Surveys

Some local measures may require surveys of parents, students, staff and other community members.

To be manageable, surveys can be done on a random sampling basis or rotated among stakeholder groups over a three-year period.

If jurisdictions and schools use the same questions as are used in Alberta Learning's annual surveys of a stratified random sample of parents, students and the public, local results can be considered in relation to provincial results. The questions asked in the Ministry's 1999 and 2000 surveys of students, parents and the public are available on the internet at (http://www.learning.gov.ab.ca/).

While surveys do not have to be done annually, the latest available survey information should be reported in the AERR each year along with trend data (information on the same questions from surveys done in previous years), if available.

The Alberta Auditor General's Office has prepared a resource on conducting surveys for the Alberta public sector: *Client Satisfaction Surveys*, October 1998. This document is available on the internet (http://www.oag.ab.ca/pd/clientsatisfaction.pdf).

Two resources were prepared for Alberta Education in 1995 to provide guidance to school authorities on conducting satisfaction surveys:

- Environics West, *Pilot Project Report:* This report compares two methods of conducting surveys of parents, teachers and students: telephone interviews and mailed, self-administered questionnaires (http://www.learning.gov.ab.ca/).

- Environics West, *Telephone and Self-Completed Satisfaction* Surveys*: Training Manual:* This manual provides advice on selecting samples and conducting telephone and mailed surveys (http://www.learning.gov.ab.ca).

Provincial Results for Provincial Priority Areas for Improvement

- Percentage of students who achieved the acceptable standard on the Grade 9 provincial achievement test and the diploma exams in mathematics and the percentage who achieved the standard of excellence.

	1994/95	1995/96	1996/97	1997/98	1998/99	Standard
Grade 9 writing						
acceptable	—	—	—	71%	72%	under
excellence	—	—	—	14%	15%	develop-
Grade 9 enrolled						
acceptable	—	—	—	63%	64%	ment
excellence	—	—	—	12%	14%	
Math 30						
acceptable	73%	74%	75%	82%	82%	85%
excellence	16%	19%	19%	23%	24%	15%
Math 33						
acceptable	—	79%	81%	73%	73%	85%
excellence	—	19%	18%	12%	13%	15%

- Percentage of students who completed high school within six years of Grade 9.

1994/95	1995/96	1996/97	1997/98	1998/99	Target
69%	69%	69%	70%	70%*	75%

*preliminary

- Percentage of parents of children with severe special needs who are satisfied with services for their child.

1998	1999	Target
79%	78%	85%

- Percentage of students and parents who report school helps improve students' computing skills.

	1995	1996	1997	1998	1999	Target
Students	62%	65%	62%	64%	70%	80%
Parents	—	—	—	67%	80%	80%

- Percentage of students and parents satisfied with student access to computers in school.

	1999
Students	82%
Parents	74%

- Student/instructional computer ratio.

1997/98	1998/99
8.6	7.7 (preliminary)

- Percentage of parents and the public who are satisfied with quality of education in schools.

	1998	1999	Target
Public	70%	66%	75%
Parents	88%	87%	90%

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Reporting Requirements for November 2000 AERR

Required Elements

- Contextual information (this does not have to be a separate section but can be provided throughout the report to explain results, see page 18).

- Progress and accomplishments, including programs provided and their effectiveness for specific groups of students, including
  - Special education (mild, moderate, severe, gifted)
  - Early literacy programs
  - Other students at-risk of falling behind (e.g., disadvantaged students, students whose first language is other than the language of instruction)

- Performance Measures - Report information on required (see next column) and local performance measures listed in the charter school plan for 1999/2000 to 2001/2002 (released in 1999) for each goal.

- Note any changes in measures between the 1999 plan and information reported in November 2000.

- Evaluate overall progress in each goal area and identify continuing and new improvement areas from performance measure information to be addressed in the next plan update.

- Financial summary

  - An easily understood spending summary for the school year just completed (1999/2000) based on the AFS.
  - Indicate where and how detailed budget and expenditure information may be obtained.

Required Performance Measures

Goal 1: Education is focused on what students need to learn and students achieve high standards.

- Percentages of students who achieved the acceptable standard and percentages of students who achieved the standard of excellence on provincial achievement tests in Grades 3, 6 and 9 (five years of results) based both on those writing and the cohort (total enrollment in grade) in relation to charter school targets, provincial results and provincial standards (under review).

- Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma exams (five years of results), in relation to charter school targets, provincial results and provincial standards.

- Participation rates: percentages of students enrolled in grades 3, 6 or 9 who wrote provincial achievement tests and student participation in diploma exam courses in relation to provincial participation rates.

  Notes:

  - For the above three measures on student achievement and participation, the Learner Assessment Branch provides multi-year reports by school and school jurisdiction.
  - The provincial achievement standards for diploma examinations: 85% of students are expected to achieve the acceptable standard and 15% of students are expected to achieve the standard of excellence. Standards for provincial achievement tests are under review.

- Percentage of students who receive a high school diploma or certificate, or enter post-secondary studies within six years of entering grade 9.

- Percentage of parents satisfied with the quality of their children's education.

- Percentage of students satisfied with their school overall, and with the variety and challenge in classroom and school activities.

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  - An easily understood spending summary for the school year just completed (1999/2000) based on the AFS.
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- Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma exams (five years of results), in relation to charter school targets, provincial results and provincial standards.

- Participation rates: percentages of students enrolled in grades 3, 6 or 9 who wrote provincial achievement tests and student participation in diploma exam courses in relation to provincial participation rates.

  Notes:

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- Percentage of students who receive a high school diploma or certificate, or enter post-secondary studies within six years of entering grade 9.

- Percentage of parents satisfied with the quality of their children's education.

- Percentage of students satisfied with their school overall, and with the variety and challenge in classroom and school activities.

- Reporting on the progress and achievement of specific groups of students related to provincial initiatives: Early Literacy, English as a Second Language programs and special education programs.

Goal 2: Education in Alberta is responsive to students, parents and communities.

- Percentage of parents satisfied with their opportunities for involvement in decisions affecting education in their child's school.

Goal 3: Students have access to the support services they require [required for special education charter schools, optional for other charter schools].

- Percentage of parents of students with special needs (mild, moderate, severe, gifted) satisfied with:
  - Access to services for child with special needs
  - Progress and achievement of their child with special needs.

  [Where student numbers are small, charter schools may report on the local measure in their plan or briefly describe services and results for this goal.]

Goal 4: Teaching in Alberta consistently is of high quality.

- Charter schools are required to report on measure they identified in their plan to assess and report on this goal.

Goal 5: Information technology is integrated in education to enhance student learning, and increase efficiency and flexibility of delivery.

- Percentage of students satisfied that they have the skills to use information technology.

  [Charter schools providing secondary programs report on this measure. Other charter schools report on the measure identified in their plan.]

Goal 7: The education system is open and accountable for the achievement of results and use of resources.

- Percentage of parents satisfied with their access to and the quality of school information about their child's progress and achievement.
- Percentage of charter school spending on instruction and on administration.
- Spending per student per school year.

  Note: For consistent reporting of per-student spending across school authorities, calculate total spending per student by dividing total expenses (AFS Schedule 1) by total FTE enrollment. Using September 30 actuals, calculate total FTE enrollment by adding total enrolled students grades 1-12 and FTE enrollment in ECS.

Local Goal(s): Other goal(s) developed locally

- Report data on all local measures for all other goals and results in the 1999 charter school plan, including the goal(s) related to the school's charter, focus or philosophy.

- Reporting on the progress and achievement of specific groups of students related to provincial initiatives: Early Literacy, English as a Second Language programs and special education programs.

Goal 2: Education in Alberta is responsive to students, parents and communities.

- Percentage of parents satisfied with their opportunities for involvement in decisions affecting education in their child's school.

Goal 3: Students have access to the support services they require [required for special education charter schools, optional for other charter schools].

- Percentage of parents of students with special needs (mild, moderate, severe, gifted) satisfied with:
  - Access to services for child with special needs
  - Progress and achievement of their child with special needs.

  [Where student numbers are small, charter schools may report on the local measure in their plan or briefly describe services and results for this goal.]

Goal 4: Teaching in Alberta consistently is of high quality.

- Charter schools are required to report on measure they identified in their plan to assess and report on this goal.

Goal 5: Information technology is integrated in education to enhance student learning, and increase efficiency and flexibility of delivery.

- Percentage of students satisfied that they have the skills to use information technology.

  [Charter schools providing secondary programs report on this measure. Other charter schools report on the measure identified in their plan.]

Goal 7: The education system is open and accountable for the achievement of results and use of resources.

- Percentage of parents satisfied with their access to and the quality of school information about their child's progress and achievement.
- Percentage of charter school spending on instruction and on administration.
- Spending per student per school year.

  Note: For consistent reporting of per-student spending across school authorities, calculate total spending per student by dividing total expenses (AFS Schedule 1) by total FTE enrollment. Using September 30 actuals, calculate total FTE enrollment by adding total enrolled students grades 1-12 and FTE enrollment in ECS.

Local Goal(s): Other goal(s) developed locally

- Report data on all local measures for all other goals and results in the 1999 charter school plan, including the goal(s) related to the school's charter, focus or philosophy.